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ABSTRACT

Ideas for celebrating the U.S. Constitution in the classroom, on a schoolwide basis, or in the community are presented in this guide. Classroom activities are categorized into art, research and writing, and miscellaneous. Designing a class mural and a class seal are examples of suggested art activities. In carrying out research activities, students can conduct an oral history project, tape interviews with judges and attorneys, or dramatize the original signing of the U.S. Constitution. Fifty-five miscellaneous activities include simulations of the U.S. Congress, mock trials, mock elections, geography activities, and using primary sources. The school can be involved in celebrating the U.S. Constitution through holding a spelling bee, producing a "federalist" fashion show, or conducting a "Parade of States." Community activities include field trips, an essay contest, and a mock city election. Sources for materials listed in the guide are: (1) programs by school level from the Kentucky Bicentennial Commission; (2) American Bar Association resources; (3) a selected student bibliography; (4) Kentucky history resources; (5) educational resources located at the Kentucky Historical Society; and (6) materials available at the University of Louisville. (SM)

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BICENTENNIAL BOOKLET

of

TEACHING IDEAS

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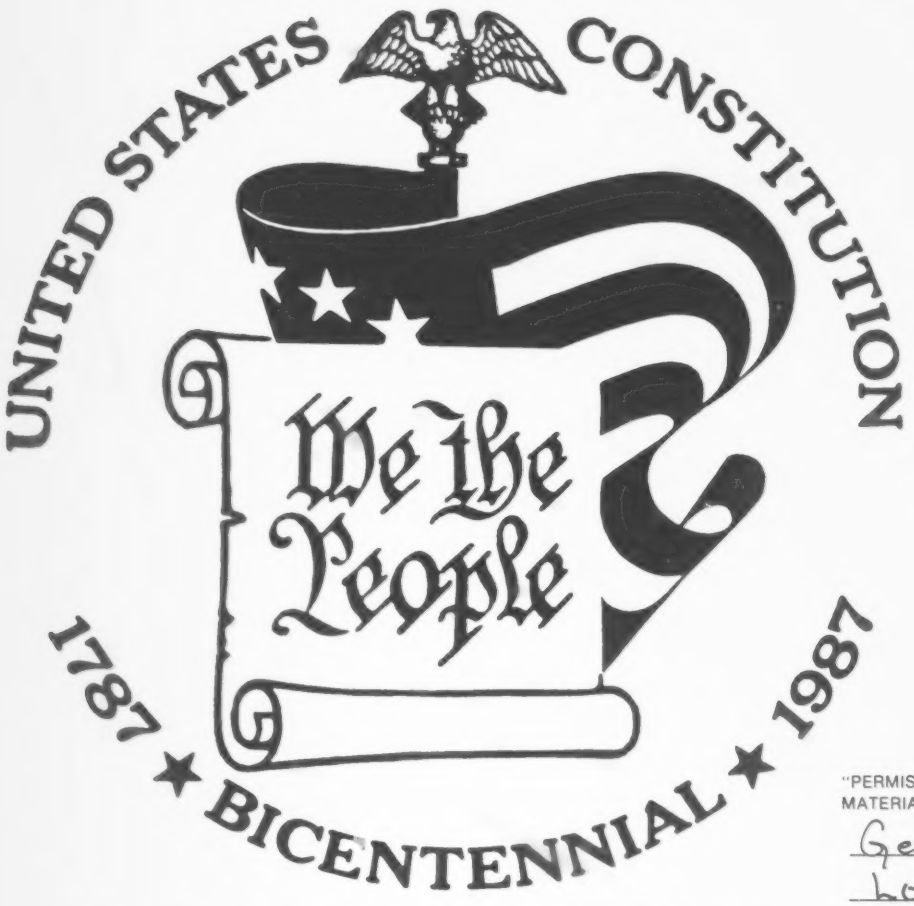

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Kentucky Department of Education
Office of Instruction
Alice McDonald, Superintendent of Public Instruction

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FOREWORD

The Commission on the Bicentennial of the United States Constitution was established by an act of Congress to promote and to coordinate activities to commemorate the Bicentennial of the United States Constitution. Its major goal is to stimulate activity by thousands of organizations nationwide to heighten awareness and deepen understanding of our Constitution, the freedom it guarantees, and the civic responsibilities necessary to its preservation and vitality. In short, as stated by its chairman, Chief Justice Warren Burger, to provide "a history and civics lesson for all of us".

The United States Constitution Celebration is Kentucky's Bicentennial Commission that is working with the Commission on the Bicentennial of the United States Constitution. As chairman of the United States Constitution Project, I am appealing for help from the schools, the media, the universities and all other organizations to educate ourselves and our children about the meaning of the Constitution.

As a part of our commitment to remember the 200th anniversary of the signing of the Constitution on September 17, 1987, the Kentucky Department of Education and the Kentucky Humanities Council sponsored seven United States Constitution seminars for elementary, middle school and secondary teachers in May and June of 1986. The purpose of the seminars was not only to provide teachers with additional information about constitutional and Kentucky history but to provide an opportunity for teachers to develop constitution related classroom activities for Kentucky's schools. This booklet contains the teaching ideas of the seminar participants.

The Bicentennial Booklet of Teaching Ideas is an important part of Kentucky's Bicentennial commemoration. We appreciate the efforts of teachers who are educating children who will have to carry the Constitution into the next century.

Alice McDonald
Superintendent of Public Instruction

UNITED STATES CONSTITUTION SEMINAR SPEAKERS

Honorable Calvin Aker, Morehead State University, Board of Regents

Dr. Paul Blanchard, Eastern Kentucky University, Political Science Department

Honorable Deedra Benthall, President, Kentucky Academy of Trial Attorneys

Honorable Steven L. Beshear, Lieutenant Governor of Kentucky

Honorable Andre Busald, Kentucky Academy of Trial Attorneys

Honorable James Chenault, Madison Circuit Court Judge

Honorable Ray Corns, Franklin Circuit Court Judge

Honorable Ellen B. Ewing, Jefferson Circuit Court Judge

Honorable Mary Louise Graham, University of Kentucky School of Law

Dr. James Klotter, State Historian, Kentucky Historical Society

Honorable Charles Leibson, Kentucky Supreme Court Justice

Honorable Albert T. Quick, University of Louisville School of Law

Dr. James Ramage, Northern Kentucky University, History Department

Honorable John M. Rogers, University of Kentucky School of Law

Honorable Sheryl Snyder, Wyatt, Tarrant, and Combs Law Firm

Honorable Robert F. Stephens, Chief Justice, Kentucky Supreme Court

Dr. Mary F. Tachau, University of Louisville, History Department

Honorable Mary James Young, Assistant Kentucky Attorney General

UNITED STATES CONSTITUTION SEMINAR PARTICIPANTS

Robert T. Adkins - Hopkins County

Bert Baldwin - Kenton County

Mary Barker - Paducah Independent

Lois J. Barnes - Franklin County

Nancy Barton - Franklin Independent

Ramona Blanton - Russell Independent

Brenda Blevins - Fairview Independent

Alene C. Burks - Bowling Green Independent

Janet Lou Burks - Bowling Green Independent

Jan Butler - Oldham County

Sherry D. Butler - Lee County

David Collins - Franklin County

Judy M. Coomes - Owensboro Independent

Kevin Craddock - Harrodsburg Independent

Joyce Culver - Laurel County

Billy Wiseman Cunningham - Clark County

Linda Darden - Hickman County

Mary Jo Day - Ashland Independent

Lena Dees - Henderson County

Joyce Dotson - Shelby County

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Ada A. Evans - Woodford County

Linda Hogan Feltner - Calloway County

Jack Frost - Dawson Springs

Connie Gibson - Graves County

Ron Gillespie - Carroll County

William Goller - Holy Cross

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Ora Nall - Daviess County

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Patricia R. Parks - Ashland Independent

Robert Parrish - Erlanger-Elsmere

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Loretta Rueth - Nelson County

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Terry L. Shetler - Boone County

Gerald D. Sledd - Mayfield Independent

James T. Snapp, Jr., - Clark County

Katherine D. Stephens - Fayette County

Sharon E. Martin - Warren County

Lola Matthews - Wayne County

Linda F. Maxson - Fayette County

Joyce P. McClain - Graves County

Barbara S. Stringer - Monticello Independent

James S. Sullivan - Eminence Independent

Kevin J. Sullivan - Louisville Country Day

Charles D. Summers - Bullitt County

Bob Tatum - Washington County

Lyn W. Tillett - Louisville Collegiate

Ronald L. Trabandt - Ashland Independent

Raymond L. Webb - Frankfort Independent

Wanda Jo White - Kenton County

James S. Willhite - Eminence Independent

Katherine Williams - Ohio County

Verne J. Wright - Pulaski County

Hanna Young - Science Hill Independent

Robert J. Young - Boone County

BICENTENNIAL TEACHING IDEAS

Ideas for celebrating the Bicentennial of the U. S. Constitution are organized into three general areas: individual classroom, schoolwide, and community activities.

I. Individual classroom activities.

A. The Arts

1. Prepare a bulletin board leading to the Constitution's birthday. Work with the Performing Art's Club to present constitutional Bicentennial drama activities.

2. Constitution Elementary Ideas - Create a class Constitution. Draw a large scroll from poster board. Print the class rules (governing rules) that have been decided by open class discussion. Have each class member "sign" it as a framer of the document with the understanding that it becomes a binding contract.

3. Make a large 1 and include names of all states within the 1. Put founders pictures around it. This gives the idea of states unified.

4. Assign students a class mural that would depict historical sites in Kentucky.

5. Make a classroom seal and compare it to the state seal.

6. Recipes - have students bring in a recipe that had been handed down by their family. Make a recipe book for the class.

7. Make old fashioned ink with 1 teaspoon of tonic acid and 1 teaspoon of iron sulfate. Allow students to use feathers or quills to copy parts of the constitution.

8. Conduct a class discussion of why there are laws, why people knowingly break them, why there are lawyers, police, and prisoners.

9. Display a replica of the U. S. Constitution on the bulletin board.

10. Assign student research papers on the U. S. Constitution amendments. Discuss why they were passed, judicial interpretations, etc.

11. Dramatize the original signing of the Constitution. Use period dress and scenery. Have a prepared dialog of outstanding quotes from the signers.

12. Create an art model of the signing of the U. S. Constitution. This could be a 3-D model framed in a shadow box or individual shoe box diorama.

13. Class reenactments of key compromises. Research and debate the great Compromise, etc.

14. Use LRC coloring book, "How Bill Becomes a Law." Have a mock legislature and pass a bill.

B. Writing and Research Activities

15. Assign students the project of writing to or conducting an oral history taped interview with judges and attorneys in their community. The focus of the interview is the question, "What is your favorite part of the Constitution and why?" Compare responses.

16. Assign students a research/essay paper on the checks and balances system. Is the system today in balance or out of balance? What evidence have you found to support your answer?

17. For lower reading level high school and for middle school students, prepare a simplified outline of the U. S. Constitution, with each article being summarized in paragraph form. Leave blanks throughout the paragraphs for students to fill in from the actual Constitution.

18. Assign student research on compromises in the Constitution with the objective of learning the concept of compromise and its importance in our democracy. Compare the kinds of behind-the-scenes compromises the framers of the Constitution made with various types of compromises today such as labor/management, Kentucky General Assembly lawmaking process, etc.

19. Student research - Each student picks a different signer of the Constitution to research. Included should be biographical data, their motivations, personal sacrifices they may have made to be delegates, and their stand on the various issues.

20. Have students revise the U. S. Constitution or a specific article of the constitution to make it adaptable to the year 2,000 A. D.

21. Provide "Pen Pals" with other classes in other states. (You can obtain names through Weekly Reader or State Education Assembly). Send Kentucky boxes (containing Kentucky items) to pen pal classes (i.e., lump of coal, twist of tobacco, etc.)

22. Assign each student an amendment for an oral report. Research ratification date, President at the time, what the amendment says, and how the amendment applies to them.

23. Students rewrite the Bill of Rights in their own words. Class discussion follows.

24. Students keep a diary of historical events at the constitutional convention. Write what happened each day (Sept. 17, 1787 etc.), and tell what you did in your classroom that day. This could be sent home to parents.

25. Assign students word searches to introduce new vocabulary from the U. S. Constitution.

26. Use vocabulary from the U. S. Constitution for spelling tests.

27. For creative writing, assign a situation and have students decide what they think the outcome would be if it were taken to court.

28. Have students write a play and role play it. Two parts -- one setting would be in federalist days and, the other would be modern days. A student would come dressed very out of the ordinary and then look at his/her rights.

29. Develop a U. S. Constitution word box. Each day have students draw a few words and define. At the end of the week have a word scramble.

30. Prepare a bicentennial newspaper of the Constitutional Convention through ratification.

31. Research newspapers to find articles on local, state, or national news and relate them to the constitution.

32. Assign an essay to examine women's rights in 1787 and now.

33. In groups of five, have students read and discuss excerpts concerning democracy, government, nature of man, law, etc. Do not identify authors until after group discussion.

34. Assign students to write a "Bill of Rights" for their classroom.

35. Conduct a student scavenger hunt. Search anywhere for answers to questions sealed in envelopes. Use groups or individuals.

36. Assign students to make a facsimile of the U. S. Constitution.

37. Additional lesson ideas:

    a. Terminology Exercise: Provide a copy of the Constitution (with index). Students make a list of words from the constitution, either state or national.

    Words in the Constitution, i.e.:

word(s)	Definition	Location in Constitution
1. census	population ct.	Art. 1, Sec. 1, Clause 3
2.		
3.		

    b. Chart Construction: Use the Constitution as an original source and have students make a chart on enumerated powers. (See interlocking Example:)

Nat'l	Con-Current	State
1. Declare war	2. power to tax	3. Qualifications for voting

    c. Identifications: Paragraph Writing List of persons, places, events, etc., related to the constitution or the era. Both national and state levels:

Who or What?	Constitutional Convention
When?	James Madison
Where?	Number of Items Unlimited
Why Important?	

    d. Timeline Construction: Assign students to make a timeline from a list of significant events for a given time period, but leave off dates (students are to find dates and construct timeline):

(1776) Declaration of Independence
(1781) Articles of Confederation
(1783) Treaty of Paris
(1787) Constitutional Convention
(1788) Ratification of Constitution
(1791) Bill of Rights Ratified

e. Word Search Puzzles: Word search with titles to locate appropriate puzzles.

Find and Define

Ex. From Mini-Page (Evansville Courier, Evansville, IN)

f. Name the states using two letter abbreviations and list the number of representatives for each. The electoral college could also be discussed.

Map Exercise: Using a blank outline map and 1980 state census totals, have students define the number of state representatives according to Article, Section 2, Clause 3.

g. How would you have voted in 1787? Copy of questions, list of alternatives, etc.

See example in "Senior Scholastic," September 5, 1980, p. 28, (could use any compromises in constitution)

h. Graph the growth of the U. S. by population and statehood.

Graph paper 13 to 50 to be illustrated. Reference to Article IV, Section 3, Clause 1.

i. Timeline construction (Major historical events prior to era). Readings on each time period (attempt to identify events which affected Kentucky Constitutional change).

Kentucky Constitutions
1792 1800 1850 1891

j. Have a local doctor and local attorney discuss the liability insurance questions.

C. Games and Quizzes

38. Use one or more of the commercially prepared simulations on the constitutional period, such as "Disunia" by Interact, "1787" board game, etc.

39. Give students a Constitution pretest of 100 multiple-choice (or other format) questions, not to be graded, but to check knowledge and retention. Discuss the questions and later give a posttest.

40. Create a President's Club. Students learn the Presidents' names (10 per week). Make chart and give children stickers if they learn the names.

41. P. E. - When playing games, use the Federalists and the Anti-Federalists.

42. Trivia - Each day have a question. Ex. Could citizens do this in 1787? Have students look it up and interpret it. Students can make hats and give to parents. This would be good on the first day and also promote parent involvement.

43. Conduct a student genealogical search. As year long project, the goal is to find an ancestor who was a citizen during the preconstitution era.

44. Create a "You Were There Game". Let each student represent a character involved in a certain time period of government.

45. Conduct a tasting party of recipes of the Constitutional times.

46. Develop a constitutional trivia game. (A commonwealth Trivia Game exists as a model.)

D. Additional Activities

47. Examine each amendment in the Bill of Rights (the effect), and examine the historical cause for the article. Objective can be achieved by class "brainstorming" or students working in pairs.

48. Assign students to draw a large map showing the thirteen original colonies. Put a star on Philadelphia, Pa. Put yarn and a tack back to each signer's home state or identify with a flag pin with the signer's name on his/her state.

49. Draw a number line showing events leading up to the signing of the Constitution. Give dates and periods.

50. Compare the U. S. Constitution to other countries' constitutions. For example, have students read other constitutions without their knowing the country. What values are expressed in this constitution? Are social and economic rights more or less prevalent than political and civil rights? What country do you think this is from? Why?

51. Conduct a survey of friends, classmates, and relatives to see how much of the Constitution they understand. Discuss methods to inform more people about the constitution.

52. Compare population and other demographical data for the U. S. in 1787 and today. Considering the changes, does the Constitution meet the needs of the American population today as then?

53. Compare the Kentucky constitution with the U. S. Constitution. (Free copies of the Kentucky Constitution are available from the Legislative Research Commission, Capitol, Frankfort, Kentucky 40601.) Considering both the format and the contents, how are they similar? How are they different?

54. Use primary sources of various constitutional issues/interpretations. Consult a law library, a local attorney, or a local judge for case citation books to research.

55. Invite your principal into your class to teach a lesson on the Constitution. If s/he is a former social studies teacher, the lesson could take whatever direction the principal desires. If not, suggest to the principal that s/he deal with the issue of the application of the Bill of Rights as it applies to students in school (freedom of speech, search and seizure, etc.). Principals are generally very knowledgeable about this aspect of school law.

56. Small group classwork - Prepare a situation where compromise is necessary. Each group is to decide on a plan of compromise to resolve the situation. Compare group plans.

57. Compare the development of apartheid of South Africa and its resulting problems to the Civil Rights Movement in the United States in the 1960's and our country's racial problems.

58. Compare the American Black Codes of the 1870's and 1880's with apartheid in South Africa.

59. While studying the Stalinist Period, read the constitution of the U.S.S.R. or readings of the Soviet Purge Trials and contrast this to the American judicial system.

60. Compare the American system of justice with the French system of justice.

61. Compare slave rebellions in English colonies and South American colonies.

62. Compare slavery in North America with slavery in South America during colonial times. How was slavery dealt with in the U. S. Constitution?

63. Compare excerpts of Paine's, The Rights of Man with Burke's, Reflections on the Revolution in France to determine the appropriate way to change unresponsive government. These contrasting ideas could be role-played or debated.

64. Compare the colonial experience of Latin American countries with the colonial experience of the United States to demonstrate why democracy is more successful in some areas than others.

65. Compare the noncolonial experienced countries, e.g., Japan and France, to colonial experienced countries. Spanish colonies were not allowed self-government.

66. Compare the extension and reduction of executive power by studying the Gulf of Tonkin Resolution and the War Powers Act.

67. Compare the Meiji Constitution of Japan to the current Preamble of Japan which was influenced by MacArthur.

68. Have senior high students read the book, The Lord of the Flies, and ask them to use the book as a basis for an essay on totalitarianism and democracy.

69. Through examination of both the Articles of Confederation and constitution, students will determine ways the Constitution rectified weaknesses of the Articles.

70. Students will examine the Virginia Ratification Convention records to determine the Kentucky representatives' stand on ratification and reasons behind their votes.

71. Students will determine an amendment to the Constitution they would support and determine activities and rationale to use in an effort to make the amendment a part of the Constitution. Students should determine group support and opposition to the proposed amendment.

72. Students will compare/contrast constitutions from various countries of the world. (Perhaps an in-depth comparison of two countries' constitutions would be preferred.) Be sure English versions of various constitutions are obtained.

73. In studying Washington as President the class lists the "precedents" set by Washington which were carried on by other Presidents.

74. In studying the Preamble, select the 7 verbs used, discuss their meaning, and sketch the application of these to people of the U. S.

75. Students prepare a class constitution and discuss classroom rules and responsibilities. They make rules and consider procedures for changing rules. Each student and teacher signs the document and class officers are elected.

76. Conduct a mock trial based on class constitution. Impeach the president or try someone for some infraction of class rules.

77. Initiate a class discussion of One Nation/Fifty States unified under one government. Can you cross state lines without stop and search? Trade?

78. Research case studies in which students identify problems in the Constitution.

79. Assign students to research the state and federal symbols.

80. Students earn tokens for their labor on a special project. Each student is taxed 1/5 each week back to general fund. Class decides how general tokens will be used for the whole classroom.

81. Students conduct a "Meeting of the Minds". Tab historical guests of opposing ideas.

82. On election days, have mock elections in class. If you were in Congress, how would you vote on this issue today?

83. Discuss a current event and color in its location on a map.

84. Math/Social Skills - Have a class election for "class officers," with students responsible for counting votes. Have a guest visit from the county court clerk's office who will bring sample voter registration cards. Have students fill out the card.

85. Conduct a student mock election concerning local, state, and national issues such as:

    a. wet-dry counties
    b. tax increase (utility)
    c. state lottery, state superintendent, governor succession
    d. balanced budget

86. Prior to the election, have classroom debates discussing the pros and cons of each issue. Have resource persons come to speak to students. Have county court clerk come to class to register students to vote and to explain the process of voting.

87. A mock Constitutional Convention concerning the compromises of a specific issue, e.g.:

    a. The Great Compromise
    b. 3/5 Compromise
    c. Right of taxation
    d. Control of commerce
    e. Balance of powers
    f. States' rights vs. federal rights

88. Assign students to read the Articles of Confederation then, read the U. S. Constitution and cite major differences. Work in pairs to write the comparisons.

89. Assign a state to each student. The student profiles the state, e.g.; geography, demography, religious groups, economic base, etc. The student represents the state at a mock congress.

90. Construct a constitution to govern an activity such as the chess league, history club, etc.

91. Construct a cartoon which reflects causes and/or effects of controversial issues of government rights.

92. Divide the class into groups representing the thirteen colonies. Object: Each group will write a constitution, then compare with each other's, and present a federal constitution. Student's will take an amendment and do research as to why the founders felt the amendment was necessary.

93. Student Declaration of Independence Simulation

    a. Teacher selects a student for the simulation (only you and this student know about it).
    b. Teacher assigns students to prepare an individual declaration of independence.
    c. As the class is working on a declaration using ours as the basis, the secret student starts against the teacher. The student prepares a document rebelling against the teacher.
    d. The other students keep it as a secret and the secret student gets all the students to sign his/her declaration.
    e. When the day comes to turn in the declarations, it is presented to the teacher.
    f. The teacher then plays upset, attacks the students verbally, with threats of grade, reduction and other forms of punishment. S/he does this to see how many will weaken and withdraw from the petition.
    g. S/he then informs students at the end of day of what simulation.

94. Class becomes the state legislature. They will then write bills (statutes). The number of bills depends on the teacher (3-5). These bills are to be presented to the class (legislative body). This can be a group or an individual activity in writing the bills and presentation.

95. Select a student who is willing to stand trial. The charges which will be brought against him will be for something s/he may or may not have done. A prosecutor must be selected, who will hold an investigation by collecting evidence through the entire school. Once the student has been charged, a defense attorney is selected and the defense is planned. The process of getting witnesses for both sides takes place. The judge for the trial will be the teacher to be sure things stay in control. The jury is selected and the trial starts.

96. Gripe Day - Students write out and turn into the teacher their gripes. After reading, students refer to their handbook to see what the school rules are and if their gripes are covered by the school rules.

97. Invite Guest speakers:

a. County officials
b. Police
c. Judges
d. Lawyers
e. City officials
f. Newspaper
g. Sons/daughters of the American Revolution
h. State senators and representatives

Be specific about what you expect from the speaker. Leave time for students to ask questions. Don't forget thank you notes.

100. Assign students a topographical map-making project. Outline the Wilderness Road, Cumberland Gap and early settlements of Kentucky.

101. Constitution Simulation Games:

a. Legislative Game
Mock session of U. S. Congress or the state legislature.
b. Executive Game

Use a simulation of the executive branch. Create a pool of 100 citizen problems. Assign the individual problems to the appropriate cabinet or agency to solve the problem.

c. Judicial Game - a mock trial

May be used to introduce or close a unit on each branch of government.

102. Copy in script writing the Preamble to the Constitution or have student copy the signing of the U. S. Constitution.

103. Divide the class into six groups. Have each group to define the basic themes of the Preamble. Using different sections of the newspaper, clip articles and/or pictures that reflect each idea and conduct a group class discussion.

II. Schoolwide Activities.

1. Conduct a student Constitution spelling bee. This could be an individual class, schoolwide, or districtwide.

2. Two adults present a dialogue - Topic - "Nature of Humanity." Use ideas and statements from Hamilton and Jefferson without acknowledging either. The purpose is to have students listen, think, and honestly react.

3. During the morning announcements, let students announce each day what certain classrooms are doing in relationship to the study of the Constitution. (Could perhaps be guest speakers.)

4. Conduct a student mock signing of the Constitution during the U. S. Constitution Week.

5. If there are faculty members within your school or district that are especially knowledgeable about the Constitution period, conduct a teacher swap.

6. Students create a large mural for the front school hallway.

7. Sponsor a school assembly for Constitution Day, September 17, 1987, to celebrate the bicentennial. Involve the Student Council in the preparations. Suggestions: Students participate in the assembly by performing a debate on a compromise made by the Framers; skit or play by the Drama Club, patriotic music by the chorus and/or band. Note that preparation for this and many schoolwide activities will probably have to begin well in advance.

8. Plan the 1987 Homecoming around the bicentennial theme. Set the homecoming date early to coincide with the September 17 celebrations. Homecoming parade themes incorporate the bicentennial idea. Include local groups in homecoming activities, perhaps by inviting them to sponsor floats. Plan a Constitution costume ball.

9. Have a Federalist Fashion Show! Dress in authentic period dress. Use appropriate music and scenery. Incorporate music classes, art classes, home economics, research, and social studies. Use research for reports or dialogue. This could be a class project, a P.T.O. fund raising project, or a combined project for 5th, 6th, 7th, 8th grades, or primary project for 1st-4th grades.

10. Plan a federal dress-up day for the entire school. No blue jeans and tennis shoes today! A prize goes to the most authentic dress. Have the local newspaper cover the story and print the picture.

11. Suggest as a project for the school's Honor Society, Beta Club, or Kentucky Junior Historical Society chapter, public service announcements. Work on them during the fall of 1986 for winter, spring, and summer of 1987. These announcements could be prepared

for local newspaper, cable-TV and radio stations, as well as a "Today in History" announcement with the morning school's announcements. Include these in the school newspaper, too.

12. Keep a photographic record of your school's bicentennial activities for the school yearbook.

13. In each issue of the school newspaper, feature a story on one of the constitutional era personalities.

14. If your school has a literary arts magazine, make the spring, 1987 issue revolve around a constitutional theme. Encourage student essays, poems, fiction on this topic.

15. If your school has a student Hall of Fame, include a constitutional personality as an honorary hall of fame.

16. Encourage KJHS students to use "Kentucky in the Constitutional Era" as the focus for their essays, artwork, photography, poetry, and other KJHS competitions. Their club project could consist of local history during this period.

17. Work with the cafeteria staff to prepare and help publicize a "Constitution Day Menu."

18. Set aside a place on the school bulletin board for a "Today in History" or "This Week in History" announcement that emphasizes the constitutional era.

19. Sponsor a schoolwide door decorating contest on the Constitution.

20. Hold your annual school fair to coincide in date and theme with Constitution Day in 1987.

21. Hold parent conference or evening visitation. Have every teacher's room decorated to reflect the bicentennial. Students could do this as an assignment. All subject areas can be related. For example, medicine and medical practices in the late 18th century as the bulletin board in the health room; charts that compare our system of government under the Constitution with a Spanish-speaking or French-speaking nation in the foreign language rooms, etc.

22. Library display - key documents of the Constitutional Era, such as the Articles of Confederation, Federalist Papers, Constitution, Bill of Rights, etc.

23. History and drama department will work cooperatively to dramatize the Constitutional Convention.

24. Invite state representative or senator or both to classroom. Have them give honorary page certificates to all students.

25. Have a "Parade of States" Students make small "floats" depicting each of the 50 states. Use as a research project. Have a parade for the entire school as culmination of project.

26. Write local Chamber of Commerce about an idea or project that could improve the community.

27. School bulletin board idea — display the best posters from each grade or classroom depicting our country.

28. Sixth graders will research and write a play centered around either the state or U. S. Constitution. They will then direct it, as fifth graders act it out.

29. Setup or organize a mock United Nations. Use information from resource material and foreign embassies. Students role play the identity of a citizen from another country while researching the nation and comparing governments.

III. Community Involvement

1. Convince local civic group(s) to sponsor a student essay contest on the constitution. The topic could be the same as the national writing competition, "The Constitution: How Does the Separation of Powers Help Make It Work?" In this way, there could be local (school and county) winners in addition to the one state winners from the National Bicentennial writing contest.

2. The Student's Against Drunk Drivers organize a community program for teenagers and parents to discuss the legal system and teenage drivers. A panel could consist of the police, lawyers, judges and insurance agents.

3. <u>September 17th Celebration</u>

   a. On September 17, teachers will come dressed as in 1787. Students hopefully will become motivated and inquisitive of the dress. Then proceed with the unit.
   b. Birthday Party - Have a real birthday cake and let K-2 eat it. Have 3-6 bring gifts for the U. S. Constitution. These would be written on scrolls and would be new amendments that they as individuals or a class would like to add.
   c. Have each class make a birthday card (giant mural) and hang it outside their door for visitors to sign.
   d. These would be signed using quills and homemade ink.
   e. Community persons would be invited into the school on this day and the classroom with the most signatures would get their picture in the paper.

4. Research songs popular during the constitution era. Have students perform during school assemblies and community programs.

5. Conduct local interschool involvement in simulating the legislature. One school will act as one house of the legislature and a neighboring school acting as the other chamber. Conduct joint discussions or meeting between schools to discuss activities.

6. Have a press conference and adults role play two to four founding fathers. Local community members may participate. It might be broadcast by a local station.

7. Mock City Election - After a study of all levels of government starting with the federal, state, county, city, conduct a mock city election. Each government class nominates a mayor and commissioners who run against the other class. Each class selects a party name, platform, and runs a campaign. The winners appoint other city officials, write proposed laws and the city allows them to take over city government for one afternoon.

8. Plan class field trips - local historians may volunteer as guides.

   Sites:

   a. State Capitol
   b. Local courthouse, (Court trial, county court clerks office)
   c. History or art museums
   d. Danville's Constitution Square
   e. Old cemetery to review gravestones.

   Study before, take notes during, prepare good followup activities. (Make contacts well ahead of time.)

9. Conduct a survey of the community on attitudes about a proposed constitutional amendment. Publish in the local paper if possible.

10. Conduct a countywide or statewide U. S. and Kentucky Constitution Bowl competition.

11. Conduct student skits with a federalist theme for nursing home and senior citizens groups.

12. Conduct fund raising for a class trip to view the U. S. Constitution in Washington, DC.

13. Contact the local bar association for a joint attorney-school project.

14. Show "1776" video tape prefaced by music teachers teaching some of the musical score. Gear in-class activities, in all areas, to constitution celebration, patriotic lunch, and dress in costumes. Play colonial games and pattern school day after a day in New England school.

LIST OF PROGRAMS BY SCHOOL LEVEL FROM THE COMMISSION ON THE BICENTENNIAL OF THE UNITED STATES CONSTITUTION

PRIMARY

Maryland and the U. S. Constitution
contact: Dr. Greg Stiverson
Maryland Office for the Bicentennial of the U. S. Constitution
Maryland State Archives
Box 828
Annapolis, MD 21404

A one week elementary level teaching unit examining the role of Maryland in the framing of the Constitution.

WE ALL ARE A PART OF IT
contact: Mrs. Jean Lutterman
Norwood School
8821 River Road
Bethesda, MD 20817

Mrs. Lutterman has developed an historical musical and supplemental teaching guide in order to enhance elementary school students' learning and enjoyment of our nation's history.

HISTORY OF DELAWARE
contact: Dr. Claudia Bushman
Delaware Heritage Commision
Carvel State Office Building
820 North French Street
Wilmington, DE 19801

Elementary teaching unit examining the role of Delaware in the framing of the Constitution. (Still in the developmental stage.)

NATIONAL BICENTENNIAL COMPETITION
contact: Charles Quigley
Executive Director
Center for Civic Education (CCE)
Suite 1, 5115 Douglas Fir Road
Calabasas, CA 91302

Development of a six-week classroom unit on the Constitution to be incorporated into the regular high school curriculum. Class competition will follow completion of the unit and progress through various levels to a national level. This curriculum is currently being tested in 11th/12th grade classes, with plans for complete implementation in SY '87; CCE plans to develop the curriculum at the 5th and 8th grade levels. Official recognition has been granted by the Commission for the field testing program now on-going.

CELEBRATE - IT'S YOUR CONSTITUTION! Bicentennial of the Constitution Coloring Book

contact: Gladys Scesney
11 Edgemoor Road
Timonium, MD 21093

Proposal for a coloring book geared to ages 4-10, focusing on the topics of the Constitution and the government. Ms. Scesney envisions the mass production of this book so that it could be distributed free at significant locations throughout the nation i.e., Independence Hall in Philadelphia, the U. S. Capitol Building, etc.

THE U. S. CONSTITUTION: A DESIGN FOR DEMOCRACY
Society for Visual Education
contact: Mary Ann Cummings
1345 Diversey Parkway
Chicago, IL 60614

Elementary level filmstrip on the Constitutional Convention and framing of the document. Available fall 1986.

WE THE KIDS
Tilden Press, Inc.
1001 Connecticut Avenue NW
Suite 310
Washington, D. C. 20036

Proposal for a series of story and activity books for elementary level students.

THE MINI-PAGES
contact: Diane Galante
Universal Press Syndicate
4400 Johnson Drive
Fairway, Kansas 66205

Four page, tabloid size, newspaper insert with each issue featuring a cover story, puzzles, simple recipes, and interviews. Appearing spring 1986 through 1987. Syndicated in 450 newspapers across the nation.

Middle

THE MINI-PAGES
CONTACT: Diane Galante
Universal Press Syndicate
4400 Johnson Drive
Fairway, Kansas 66205

Four page, tabloid size, newspaper insert with each issue featuring a cover story, puzzles, simple recipes, and interviews. Appearing spring 1986 through 1987. Syndicated in 450 newspapers across the nation.

NATIONAL BICENTENNIALCOMPETITION
contact: Charles Quigley
Executive Director
Center for Civic Education (CCE)
Suite 1, 5115 Douglas Fir Road
Calabasas, CA 91302

Development of a six-week classroom unit on the Constitution to be incorporated into the regular high school curriculum. Class competition will follow completion of the unit and progress through various levels to a national level. This curriculum is currently being tested in 11th/12th grade classes, with plans for complete implementation in SY '87; CCE plans to develop the curriculum at the 5th and 8th grade levels. Official recognition has been granted by the Commission for the field testing program now on-going.

SECONDARY

NATIONAL BICENTENNIAL WRITING COMPETITION FOR HIGH SCHOOL STUDENTS
contact: Richard Dargan
Assistant Director for Educational Programs
Commission on the Bicentennial of the United States Constitution
P. O. Box 50184
Washington, DC 20004-0184

A nationwide writing competition for high school students, grades 9-12, ages 14-18 and not enrolled in college, based on the question: "The Constitution: How Does the Separation of Powers Help Make It Work?" Cosponsored by the Commission on the Bicentennial of the United States Competition, the American Bar Association, and USA Today, Gannett Company. Entries due April 15, 1987.

BICENTENNIAL STUDENT MUSIC PROGRAM
contact: James R. Vincent
Project Director
Music Educators National Conference
1902 Association Drive
Reston, VA 22091

Nationwide music competition involving high school students. 1986-1987 school year's theme is the Bicentennial of the Constitution.

AMERICAN BICENTENNIAL CHALLENGE
contact: Ann Ventura
Project Director
Congressional Youth Leadership Conference (CYLC)
1511 K. Street, N. W.
Suite 842
Washington, DC 20005

A question and answer game designed to promote interest among secondary school students in studying the Constitution and the Historical context out of which it emerged. A play-off process begins in the classroom and proceeds to regional and national finals culminating in Philadelphia on September 17, 1987.

LESSONS ON THE CONSTITUTION: SUPPLEMENTS TO HIGH SCHOOL COURSES IN AMERICAN HISTORY, GOVERNMENT AND CIVICS - John J. Patrick,

Richard C. Remy, eds.
Project '87 and Social Science Education Consortium, Inc.
contact: Dr. Sheilah Mann
Project '87
1527 New Hampshire Avenue NW
Washington, DC 20036

AMERICAN LEGION NATIONAL HIGH SCHOOL ORATORICAL CONTEST
contact: Robert Engel
Assistant Director
The American Legion
P. O. Box 1055
Indianapolis, IN 46206

Each year contestants prepare an oration on a provision of the U. S. Constitution, emphasizing citizens' duties and obligations. Contestants also must deliver an extemporaneous discourse of 3-5 minutes on a constitutional provision. The 1987 contest will be dedicated to the bicentennial of the constitution. The project has been granted official recognition by the Commission.

NATIONAL HISTORY DAY
contact: David Van Tassel
President
11201 Euclid Avenue
Cleveland, OH 44106

A program that encourages young people (grades 6-12) to explore an historical subject related to a yearly theme. Students make history come alive as their research leads to imaginative projects, original performances, media presentations, and papers. The 1987 theme is "Liberty, Rights, and Responsibilities in History."

THE CONSTITUTION: EVOLUTION OF A GOVERNMENT
National Archives Supplemental Teaching Unit
contact: Elsie Freeman
Chief, Education Branch
Office of Public Programs
National Archives and Records Administration
Washington, DC 20408

A supplemental teaching unit for secondary school students, based on documents in the Archive's collection. The unit is comprised of reproductions of documents and a teacher's guide which contains

suggestions for classroom activities presented at three different learning/ability levels. Granted official recognition by the Commission.

The American Constitutional System Under Strong and Weak Parties - Ed: Patricia Bonomi, James MacGregor Burns, Austin Ranney
The Constitutional Convention as an Amending Device - Ed: Kermit L. Hall, Harold Hyman, Leon Sigal
Teaching About the Constitution in American Secondary Schools - Ed: Howard D. Mehlinger
Liberty and Quality Under the Constitution - Ed: John Agresto
all of the above titles are available through Project '87, at the above address.

CLOSE UP FOUNDATION
contact: Close-Up Foundation
1235 Jefferson Davis Highway
Arlington, VA 22202

Citizenship education program which brings people to centers of government for first hand experience in learning the process of government.

CONVENTION II
contact: Boris Feinman
130 Highridge Road
New Rochelle, NY 10804

MENTOR
contact: Thomas W. Evans
180 Maiden Lane, Suite 3600
New York, NY 10038

New York law firms work with area schools in order to introduce students to the legal profession. The 1986-1987 moot court project and the Bicentennial module have been granted official recognition by the commission.

THE CONSTITUTION AND ITS CULTURAL CONTEXT
contact: Dr. Clayton C. Reeve
Head, English Department
School of Arts and Sciences
Tennessee State University
3500 John A. Merritt Boulevard
Nashville, TN 37203

A summer institute for 35 talented high school students who have completed their junior year by summer, 1986. The institute will study the Constitution as the foundation of our system of government.

AMERICAN BAR ASSOCIATION RESOURCES

ABA SPECIAL COMMITTEE ON YOUTH EDUCATION FOR CITIZENSHIP
750 North Lake Shore Drive Chicago, Illinois 60611
312/988-5738
January, 1986

A SAMPLER OF RESOURCES FOR TEACHING ABOUT THE BICENTENNIAL

American Bar Association and Phi Kappa Phi. National Forum: Toward the Bicentennial of the Constitution.

Format/Type of Material: Magazine, 64 pages.

Grade Level: Secondary and Adult

Contact: American Bar Association, Special Committee on Youth Education for Citizenship, 750 North Lake Shore Drive, Chicago, IL 60611

American Bar Association. Update on Law-Related Education

Format/Type of Material: Magazine, published three times a year; bicentennial packet of 9 issues of update: The Revolution of Search and Seizure (Winter, 85), The Constitution in Crisis (Winter, 84), Privacy vs. Power (Spring 82), What is Justice? Winter 81), Women and the Law (Fall, 81), Speech: The 1st Freedom (Spring, 80), Religion and the Law (Winter, 79), Focus on Search and Seizure (Spring, 78), Freedom of Press on Trial (Winter, 78).

Grade Level: 5-12

Contact: American Bar Association, Special Committee on Youth Education for Citizenship, 750 North Lake Shore Drive, Chicago, Illinois 60611. $10.50 for nine issue packet. Subscription for issues focusing on the bicentennial, 3 issues each year (86, 87), $9.50 yearly.

American Historical Association. Bicentennial Essays on the Constitution.

Format/Type of Materials: Pamphlets designed for advanced placement students and teachers: Parties, Congress, and Public Policy by Morton Keller, 47 pages, 6 chapters; Constitutional Development in a Modernizing Society: The United States, 1803 to 1917 by William M. Wiecek, 89 pages, 4 chapters; The Supreme Court and Judicial Review in American History by Kermit L. Hall, 60 pages, 4 chapters (others under production).

Grade Level: 8-12
Contact: American Historical Association, 400 A Street, S. E., Washington, DC 20003

Constitutional Rights Foundation: The Bill of Rights in Action

Format/Type of Material: Newsletter published four times a year, addresses vital issues relating to the Bill of Rights. Includes directed discussion on these topics with suggestions for paricipatory activities. Excellent resource for leaders and students in LRE programs and bicentennial projects.

Grade level: 8-12

Contract: Constitutional Rights Foundation, 601 Kingsley Drive, Los Angeles, CA 90005. Write for a free subscription.

Currie, David P., Stevos, Joyce., Patrick, John and Remy, Richard. The Constitution.

Format/Type of Material: Student soft cover study book on the constitution with background information, Constitutional annotations at student reading level, glossary, 128 pages, 3 chapters and 16 lessons. Teacher's handbook: 72 pages, Lesson Plans, Project '87 Lessons. Supplemental Activities: 4 lessons, Constitutional test.

Grade Level: 8-12

Contact: Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025

Eveslage, Thomas. The First Amendment: Free Speech & a Free Press. Published by Thomas Eveslage. Supported by the Gannett Foundation, the Society of Professional Journalists, Sigma Delta Chi and the American Newspaper Publishers Association Foundation.

Format/Type of Material: Soft cover curriculum guide for high school teachers; 76 pages, 11 chapters with related court cases and resource listing included.

Grade Level: 8-12

Contact: Thomas Eveslage, School of Communications and Theater, Temple University, Philadelphia, PA 19122

Harrell, Mary Ann and Anderson, Burnett. Equal Justice Under Law: The Supreme Court in American Life. Starr, Isidore, et al. Instructors Guide to Equal Justice Under Law. The Supreme Court Historical Society, with the cooperation of the National Geographic Society: Washington, DC.

Format/Type of Material: Soft cover student book for junior and senior high school students, amply illustrated historical review of the Supreme Court, 159 pages, 4 Chapters. Instructor's guide covers 16 topics, includes classroom instructions and strategies, glossary and materials list, 87 pages, 16 chapters.

Grade Level: 8-12

Contact: Supreme Court Historical Society, 1511 K. Street, N. W., Suite 612, Washington, DC 20005

Jefferson Foundation, The Jefferson Meeting on the Constitution: The Constitution in the Classroom.

Format/Type of Material: Three part teacher's guide to using the Jefferson meeting as an educational tool. Utilizes involvement in a participatory process, first in issue committees and then in a general session. The Jefferson Meeting is designed to promote awareness of governmental institutions and their history and to enable participants to formulate and articulate opinions on current constitutional issues, 19 pages.

Grade Level: 8-12

Contact: The Jefferson Foundation, 1529 18th St., N. W., Washington, DC 20036

Leach, Richard H. Constitutional Government in the American Setting. The Taft Institute.

Format/Type of Material: Description of the American constitutional system and its' philosophical background, includes pullout Constitution and timeline, 3 chapters.

Grade Level: 5-12

Contact: The Taft Institute for Two-Party Government, 420 Lexington, Ave., New York, NY 10170

Lookwood, Alan L. and Harris, David E. Reasoning with Democratic Values: Ethical Problems in United States History. Teachers College Press.

Format/Type of Material: Two soft cover student books with readings on historical events with ethical dilemmas relating to democratic values. Teachers Manual. Volume 1, 224 pages, Volume 2, 328 pages, teachers manual, 176 pages.

Grade Level: 8-12

Contact: Teachers College Press, Teachers College, Columbia University, New York, NY 10027

Metrocenter YMCA. Today's Constitution and You.

Format/Type of Material: Booklet for lawyers and high school teachers involved in law-related education projects. 10 lesson plans.

Grade Level: 8-12

Contact: Metrocenter YMCA, 909 Fourth Avenue, Seattle, WA 98104

National Archives. The Constitution: Evolution of a Government

Format/Type of Material: A supplemental teaching unit with reproductions of 34 documents from the Archives reflecting historical, political, economic, and social aspects of the Constitution. Paper-bound teaching unit contains 20 classroom exercises on constitutional topics identified for students at three reading levels. Three sections focus on: The Making of the Constitution, The Beginning of a Government, The Evolution of a Constitutional Issue (First Amendment: Religious Freedom) 97 pages.

Grade Level: 8-12 $35.00

Contact: SIRS, Inc., Publishers, P. O. Box 2507, Boca Raton, Fl 33427

National Archives and Records Service. A More Perfect Union: The Creation of the United States Constitution.

Format/Type of Material: Short review of the history of the Constitution and the document's travels to its' display in the National Archives Building in Washington. Contains text and photographs of the original document.

Grade Level: 8-12

Contact: National Archives and Records Service, Washington, DC 20408

Project '87, A Joint Undertaking of the American Historical Association and the American Political Science Association. "The Blessings of Liberty" - An Exhibit for the Bicentennial of the Constitution. Project '87, 1986.

Twelve full-color poster panels, 22" x 36", on the framing of the United States Constitution. Three posters are designed for each of the following categories: Leading Up to the Constitution, The Creation of the Constitution, and The Enduring Constitution. Teacher's guide provided. $70 per exhibit, including postage; $100 per mounted, free-standing exhibit, including postage. Project '87, 1527 New Hampshire Avenue, N. W., Washington, DC 20036.

Law-Related Education Project. The Magna Carta in America Program.

Format/Type of Material: Exhibition: Lincoln Magna Carta; Library of Congress' draft of constitution; approximately 40 other documents, images and artifacts. In preparation: Film on the

Magna Carta; 80 page, four color illustrated book edited by Caroline Stoel; two educational packages for schools produced by Marilyn Cover.

Grade Level: 6-12

Audience: Students and Teachers.

Contact: Oregon LRE Project, 10015 S. W. Terwillinger Blvd., Portland, OR 97219

Patrick, John J. and Remy, Richard C. Lessons on the Constitution: Supplements to High School Courses in American History, Government and Civics. Published by the Social Science Consortium, Inc., and Project '87 (a joint effort of the American Historical Association and the American Political Science Association).

Format/Type of Material: Soft cover, spiral bound teachers resource, 302 pages, with 60 lessons for students. Lessons are designed as supplements to high school courses in civics, American history, and American government.

Grade Level: 8-12 $19.50

Contact: Social Science Education Consortium, Inc., 855 Broadway, Boulder, Colorado 80302

Perry, Richard L. Sources of Our Liberties - Documentary Origins of Individual Liberties in the United States Constitution and Bill of Rights.

Format/Type of Material: Single volume containing English and American documents constituting the major legal sources of our individual liberties. Starting with the Magna Carta and ending with the Bill of Rights, 16 documents are covered. Commentary and the text for each are included. Basic resource for teachers and students, 446 pages.

Grade Level: 8-12

Contact: American Bar Foundation, American Bar Center, 750 North Lake Shore Drive, Chicago, IL 60611. $7.50 plus $2.50 postage and handling charge.

SUPREME COURT HISTORICAL SOCIETY

Equal Justice Under Law: The Supreme Court in American Life, by Mary Anne Harrell and Burnett Anderson. Instructor's Guide to Equal Justice Under Law, by Isidore Starr, et al. Washington, DC: The

Supreme Court Historical Society, with the Cooperation of the National Geographic Society, 1982.

Soft cover student book for junior and senior high school students, amply illustrated historical review of the Supreme Court. Instructor's guide provides classroom instructions and strategies, glossary and materials list. Grades 8-12.

Supreme Court Historical Society, 1511 K. Street, N. W., Suite, 612, Washington, DC 1005.

SELECTED STUDENT BIBLIOGRAPHY

Berger, Raoul. Congress v. The Supreme Court. Boston: Harvard University Press, 1969. (Paperback, New York: Bantam Books, 1973).

Berns, Walter. The Writing of the Constitution of the United States. Washington: American Enterprise Institute, 1985.

Bowen, Catherine Drinker. Miracle in Philadelphia: The Story of the Constitutional Convention, May to September 1787. Boston: Atlantic Monthly Press, 1986.

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Diamond, Martin. The Founding of the Democratic Republic. Itasca, IL: F. E. Peacock Publishers, 1981.

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Friendly, Fred W., and Martha J. H. Elliott. The Constitution, That Delicate Balance. New York: Random House, Inc., 1984.

Hamilton, Alexander, James Madison, and John Jay. The Federalist Papers, ed. with an introduction by Clinton Rossiter. New York: New American Library, 1961. (especially Numbers 47-51).

Kelly, Alfred H., Winfred A. Harbison, and Herman Belz. The American Constitution, 6th ed. New York: W. W. Norton, 1983.

McDowell, Gary L., ed., Taking the Constitution Seriously. Dubeque, IA: Kendall/Hunt Publishing Co., 1981. See especially pp. 193-253 (essays by Paul Peterson, Edward S. Corwin, L. Peter Schultz, and Sotirios A. Barbar, and the speech by Abraham Lincoln).

McIlwain, C. H. Constitutionalism, Ancient and Modern. Ithaca: Cornell University Press, 1985.

Pyle, Christopher H. and Richard M. Pious. The President, Congress and the Constitution. New York: The Free Press, 1984.

Rodell, Fred. 55 Men: The Story of the Constitution. Harrisburg, PA; Stackpole Books, 1986.

Storing, Herbert J. What the Antifederalists Were For. Chicago: University of Chicago Press, 1984.

Vile, M. J. C. Constitutionalism and the Separation of Powers. Oxford: Clarendon Press, 1967.

Kentucky History Resources

Blanchard, Paul, "Political Parties and Elections," in Kentucky Government and Politics, edited by Joel Goldstein. Bloomington, IN: College Town Press, 1984, pp. 141-169.

Channing, Steve A. Kentucky: A History, 1977.

Clark, Thomas D. A History of Kentucky. Lexington: John Bradford Press, 1960.

Green, Thomas M. The Spanish Conspiracy, 1891.

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Ireland, Robert. Little Kingdoms: The Counties of Kentucky, 1850-1891. Lexington: University Press of Kentucky, 1977.

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McKinney, Gordon B. Southern Mountain Republicans, 1865-1900: Politics and the Appalacian Community. Chapel Hill: University of North Carolina Press, 1978.

Moore, Aurthur K. The Frontier Mind, 1957.

Sorauf, Frank. The State of American Political Parties. New York: 1983.

Tachau, Mary K. Federal Courts in the Early Republic: Kentucky 1789 - 1816, 1978.

Watlington, Patrica. The Partisan Spirit: Kentucky Politics, 1770 - 1792, 1927.

Young, Chester R. Westward into Kentucky: The Narrative of Daniel Trabue, 1981.

EDUCATIONAL RESOURCES AT THE KENTUCKY HISTORICAL SOCIETY

Collections and Preservation Division

Field-Services Program - Statewide outreach programs are the responsibility of the Field Services. Field Services consists of the Kentucky Junior Historical Society, Historymobile program, Historical Confederation of Kentucky, Cemetery Records program, and Local Society programs.

Video Cassette Tapes - Historymobile slide/tape shows may be requested separately from the mobile museum. Currently available:

1. "The Civil War in Kentucky," chronicles Kentucky's involvement in the conflict. Color, 12 min., grade level 4-12.
2. "Coal in Kentucky: The Emergence of an Industry," traces, from the miner's perspective, the development of the mining industry in eastern and western Kentucky. Color, 15 min., grade level 4-12.
3. "Decade of Settlement, 1775-1785," the early settlement of the state is seen through the eyes of a pioneer family. Color, 15 min., grade K-12.
4. "Kentucky's General Assembly," a contemporary look at the functioning of Kentucky's General Assembly. Color, 15 min., grade level 7-12. (Produced by the Legislative Research Commision.)

Please specify the type of video equipment used (Betamax, VHS, 3/4 in.) when submitting a request for tape. The borrower is responsible for the return of all materials at his/her own expense.

Panel Exhibits - A self-supporting panel exhibit on the Civil War in Kentucky is offered for school and community use. It contains reproductions of historic photographs, documents, and artifacts and can be used in conjunction with slide shows. Appropriate for grades 4-12. A staff member must accompany the exhibit and ample set-up time is required.

For further information in Historymobile programs, contact: Manager, Historymobile Program, Kentucky Historical Society, P. O. Box H., Frankfort, Kentucky 40602 (502) 564-2262.

LIBRARY

The Society's library includes roughly 50,000 volumes on Kentucky history, genealogy, and related topics, as well as an important collection of Kentucky maps, photographs, and manuscripts. Specific sources include state historical quarterlies; indexed rosters of Kentuckians who served in American military engagements; abstracts of wills, deeds, marriages, pensions, and cemetery records; microfilmed census records and tax lists; county newspapers; and oral history

tapes. The library is open from 8:00 a.m. to 4:30 p.m. seven days a week except Christmas, New Year's, Easter, and Thanksgiving. Stacks are open to the public.

The Library offers the following educational services:

Seminars - Library staff conduct seminars to guide teachers, students, and the public in use of the facility's resources. Advance notice is required and seminars are subject to limited staff availability.

Publications - Introductory family research packets are sent upon request at no charge. A guide to the photograph collection is also available upon request.

Public Presentations - Staff members are available to discuss research techniques and resources. Advance notice is required.

For further information contact: Head Librarian, P. O. Box H, Frankfort, KY 40602 — (502) 564-3016.

MUSEUMS DIVISION

The Society's museums include the Kentucky History Museum, the Old Capitol, and the Kentucky Military History Museum. The Museum Division is also responsible for guide services at the New Capitol.

Kentucky Military History Museum

The museum is located in Frankfort's Old Arsenal Building, East Main Street, overlooking the Kentucky River. Hours are 9:00 a.m. to 4:00 p.m., Monday through Saturday; and 1:00 p.m. to 5:00 p.m. on Sundays. Admission is free. The museum is closed on Christmas Day, New Years Day, July fourth, Easter, and Thanksgiving day. Permanent and temporary exhibits trace the history of Kentuckians' involvement in military conflicts from Pre-Revolutionary War days to the Veitnam War.

Educational Services include:

Guided Tours - Tours which stress Kentucky-related events and feature question and answer sessions can be arranged upon request. Tours are limited in time to 45 minutes and in size to 30 people. Please specify age range of group members.

Educational Services

The Field Services Program offers a number of services for school groups. These include the slide/tape show "Teaching with Community Heritage Resources," an exploration of available resources to teach community history. Color, 25 min., grades K-12, produced by the Mid-South Humanities Project.

Inservice workshops on educational resources at the Kentucky Historical Society and other repositories are offered to teachers grades K-12. Four to six months prior notice is required and material costs must be paid by the sponsoring school district.

Public presentations on Kentucky history topics, organizations of local historical societies, KHS programs, or Field Services projects can be made upon request to local heritage and civic groups. Advance notice is required. Contact: Field Services Manager, KHS, P. O. Box H., Frankfort, KY 40602 (502) 564-2262

Civil War in Kentucky - Supplemental Teaching Unit suitable for grades 4 - 12. Contains teachers guide and thirty reproduction documents. Limited supply, $5.00.

PUBLICATIONS PROGRAM

The Society's Publication's program is located on the third floor of the Old Capitol Annex. Ongoing periodical publications that come with membership in the society are:

The Register - A quarterly historical journal featuring articles related to Kentucky History, and book reviews, it is illustrated and includes an annual cumulative index. Available past issues are offered for purchase.

The Bulletin - The Bulletin is published six times annually and carries news of KHS activities, local historical societies and exhibits, as well as topical Kentucky history articles.

Kentucky Ancestors - Kentucky Ancestors is the genealogical quarterly of the Society. Cemetery, church, Bible and court records are featured.

Other book-length historical publications available for purchase include: Kentucky Profiles: Biographical Essays in Honor of Honan Hamilton; George Rogers Clark and his Men: Military Records 1778 - 1784; The Union, The Civil War and John W. Tuttle: A Kentucky Captain's Account; Kentucky: Decades of Discourd, 1865 - 1900; Valley of the Ohio; Index of Kentucky and Virginia Maps, 1562 - 1900; Master Index: Virginia Surveys and Grants 1774 - 1791; Microfilm Catalogues Vol. 1 - 4; Guide to Kentucky Highway Markers and Supplement; and Kentucky Tax Lists (microfilm catalogue).

Education services offered include:

Guided Tours - Tours are offered to school groups and tourists upon request. Contact: Kentucky History Museum, P. O. Box H, Frankfort, KY 40602 — (502) 564-7318 or 3016.

Film Strips - Two audiovisual filmstrips are available, either through purchase from the Society or through borrowing from your local library.

"The Fifteenth Star" - A survey of Kentucky's early settlement to statehood and beyond. Color, 15 min., grade level 4 - adult.
"An Uncivil Peace" - Examines the history of Post-Civil War Kentucky and the war's effects on Kentucky institutions. Color, 15 min., grade level 4 - adult.

Publications - Museum brochures include "The Kentucky History Museum Visitor's Guide" and "Kentucky's Historic Capitols." Catalogues describe temporary and special exhibits.

For further information contact: Curator, Kentucky History Museum, P. O. Box H, Frankfort, KY 40602 -- (502) 564-3016.

New Capitol

Located on Capitol Avenue in South Frankfort, the new Capitol was completed in 1910. Tours are offered Monday through Friday 8:00 a.m. to 4:30 p.m., Saturday 9:00 a.m. to 4:00 p.m., and Sunday 1:00 p.m. to 5:00 p.m. Contact: Curator, Kentucky History Museum, P. O. Box H, Frankfort, KY 40602 (502) 564-3016.

Traveling Exhibits - Traveling exhibits convert the classroom into a mini-museum. Each exhibit has photos, original and reproduction artifacts, topical texts, and activity projects. Current exhibits include:

"The Military History of Kentucky, 1774 - 1980"
"The Civil War in Kentucky"

Exhibits may be retained for two weeks. Advanced scheduling is required. Recipients pay only shipping charges.

Civil War "Living History" Programs - (See also Historymobile entry) A museum staff member assumes the role of a Civil War Union soldier discussing weapons, uniforms, life-style and ideals of Kentuckians who served in the conflict. This approach is particularly suited to classroom use for grades K-12. Requests must be made well in advance. The presentation is oriented for use with panel exhibits and slide presentations.

Slide Programs - Two programs and accompanying teacher guides are available.

"The Military History of Kentucky" - A survey of the states military history. Color 15 min., grade level 4 - adult.

"How They Work" - Museum visitors most frequently-asked questions are answered in this slide/tape show. Color, 10 min., grade level 4 - adult.

Special Presentations - Topical talks can be prepared and presented to school groups, historical organizations, civic bodies, and other appropriate gatherings. Popular talks include introductory surveys of Kentucky's military history and weapons demonstrations. Advance notice is required.

KENTUCKY IN THE CLASSROOM

Kentucky in the Classroom: A Resource Catalog. This 250 page booklet reviewing resources about Kentucky was a special project of the Kentucky Department of Education, the Kentucky Historical Society and the Kentucky Humanities Council. It was printed and distributed in September of 1986 by the Kentucky Department of Education. It reviews books, filmstrips, videos, and other resources available on Kentucky. Please check with your instructional supervisor or your school librarian to use this important resource.

MATERIALS AVAILABLE AT THE UNIVERSITY OF LOUISVILLE

Education Media Center

Loans are for a two week period and renewals cannot be made by phone. Any teacher can borrow their materials once they have filled out a borrowers card. The following resources are given as an example of types of materials available to teachers at state universities:

-The American Legal System.
Lexington, MA: Ginn & Co., 1974. By Robert Summers, et. al. Text and teacher's guide on American Legal System, with emphasis on how laws are enforced, how social change affects the constitution, and basic Constitutional rights given to U. S. citizens.

-American Political Behavior Game Package.
Indiana University, 1972.
A set of games on the working of the federal government including "Ninth Justice" about the Supreme Court and "Bottleneck" about lawmaking. Include transparencies and directions for use.

-Authority: Law in a Free Society.
Santa Monica, CA: State Bar of Calif., 1977.
A multi-media program including 4 filmstrips, 4 cassettes, one teacher's guide and 30 student booklets.

-Bicentennial Special Program Package for the American Issues Forum.
Syracuse: Gaylord Bros., 1975.
A package of discussion materials focusing on the bicentennial of our independence.

-Brush, Hamilton and Pattison, Lee. The Declaration of Independence and Constitution for Young People.
Cambridge, MA.: Educators Publication Service, 1961. Slightly dated but useful analysis of the documents.

-The Citizen and his/her Government: Rights and Responsibilities.
Boston: Houghton Mifflin Co., 1967.
Booklet on the basic rights and limits on citizens granted by the courts and the Constitution.

-Choosing the President.
Edited by James Barber. Englewook Cliffs, NJ: Prentice-Hall, 1966. A brief look at the political parties electoral system, conventions and the electoral college.

-Civil Rights and Civil Liberties.
Edited by Gerald Leinwald. New York: Washington Square Press, 1968. A discussion of the Bill of Rights and their application.

-Churchill, E. Richard and Linda R. Puzzles and Games.
The Making of our America
Boston: Allyn & Bacon, Inc., 1975.
Teaching unit on the formation of the U. S. Government; with spirit masters, teacher's guide and bingo cards asking questions about the Founding Fathers, the Revolution, and the early republic years.

-Congress: Power and Purpose on Capitol Hill.
By Raymond Lahr and J. William Theis. Boston: Allyn & Bacon, 1969. A look at the Constitutional provisions in Article I, their interpretation and use over the years.

-Congress: A Role-Playing Game on How to Become a Lawmaker.
By Barry Lawson and Marjorie Jeffries. Covent Station, NJ: Harwell Association, 1976.
Teaching game on the legislative process and problems facing members of Congress. Includes a poster, teacher's guide, and rule book for play.

-Courts and Trials.
St. Paul: West Publishing Co., n.d.
Filmstrip on the workings of the court system and judicial procedure.

-Coyle, David Cushman. The U. S. Political System and How it Works.
New York: New American Library, 1954.
Slightly dated look at the process of elections and the powers granted to elected officials.

-Criminal Justice: Trial and Error.
Wilton, CT: Current Affairs Films, 1978.
A filmstrip, cassette and teaching guide about criminal procedure explaining the basic rights given to the accused by the Constitution.

-Curriculum Guidelines for Citizenship 2205.
Frankfort, KY: Kentucky Department of Education, 1979.
Basic material required in government/civics classes required by State Department of Education.

-Disunia.
Lakeside, CA: Interact Co., 1968.
A simulation of the 21st Century paralleling problems of sovereignty in 1781-89. Includes teacher's guide and student booklets.

-Essential Works of the Founding Fathers.
Edited by Leonard Kriegel. New York: Bantam Books, 1964.
Exerpts of primary readings by the founding fathers.

-Foundations of Justice.
Columbus, OH: Charles E. Merrill Co., 1975. #1590.
A multi-media kit including four filmstrips, 2 cassettes, a teachers' guide, and 30 activity booklets.

-A Game of Democracy.
By James S. Coleman. Washington: National 4-H Foundation, 1966.
A game illustrating the benefits and problems in a democratic society.

-Heritage of Liberty.
Written by Alan Barth. St. Louis: McGraw Hill, 1965. Slightly dated work on the background of the Constitution and the Bill of Rights.

-In Search of Justice.
Columbus, OH: Charles E. Merrill Co., 1975. # 1595.
A multi-media kit with 8 filmstrips, 4 cassettes, a teachers' guide and 30 activity booklets.

-Independence and Constitution.
New York: Random House, 1955.
A filmstrip on the major documents setting up our constitution.

-Innocent Until...
Cambridge , MA: ABT Assoc., 1972.
A Simulation Game with general information, teacher's guide and role profiles on the criminal justice system.

Judgment: 12 case studies.
Englewood Cliffs, NJ: Scholastic Book Services, 1966.

-Justice and Order Through Law.
Lexington, MA: Ginn & Co., 1974.
Program including student books on legal rights and processes with teacher's guide.

-Juvenile Problems and Law: Law in Action Series.
St. Paul: West Publishing Co., 1974.
Program including student books on legal rights and processes with teacher's guide.

-Law in American Society Foundation.
Chicago: National Center for Law-Focused Education, n.d. Programs on the origins and application of the law.

-Law: You, the Police and Justice.
New York: Scholastic Book Services, 1971.
Package of booklets, a record, teaching guide and poster set for teaching the unit. Subjects covered include citizenship and basic rights using stories, cartoons and providing basic vocabulary.

-Lawmaking: Law in Action Series.
St. Paul, MN: West Publishing Co., 1975
Lessons in law for young people including a text, filmstrip and teacher's guide.

-Let's Visit Congress.
New York: Classroom Materials Co., 1967.
A record on the workings of Congress.

-Let's Visit the Supreme Court.
New York: Classroom Materials Co., n.d.
A record on the workings of the U. S. Supreme Court.

-Let's visit the White House.
New York: Classroom Materials Co., n.d.
A record on the role of the President.

-A Man Called Mr. President.
By Louis Alpern and Robert Allen. Newhall, CA: National Academic Games Project, 1970. A Simulation Game on the powers and limits of the President.

-Moot: A Simulation Game of Legal Procedures Derived From Juvenile and Adult Law Cases.
By Gary Zarecky. Lakeside, CA: Interact, 1972.
Includes teacher's guide and student booklets.

-Paul Revere and the Minute Men.
Adapted from Landmark Books. New York: Random House, 1955.
A filmstrip for young children about the American Revolution and its causes, effects.

-Paul Revere and the Minute Men and Our Independence and the Constitution.
Adapted from Landmark Books. New York: Enrichment Materials, 1964. A record about the American Revolution and Early Republic.

-Privacy: Law in a Free Society.
Santa Monica, CA: State Bar of California, 1977.
Elementary Program with 30 student booklets, teacher's edition, 4 filmstrips, 4 cassettes for teaching about the right to privacy and our Constitutional protections. Part of a series with secondary materials as well. Other titles include authority, freedom, diversity, participation, responsibility, property, and justice.

-The Responsible Citizen.
By M. T. Shiel and M. D. Donovan. New York: Holt Rinehart and Winston, 1967. Basic book on the rights and responsibilities of American citizens.

-Rights: Law, Government and the Bill of Rights.
By Alan Shapiro, et. al. Chicago: Science Research Assoc., 1970.
Basic text and workbooks for teaching fundamental principles in the Constitution and the Bill of Rights.

-The Rights and Responsibilities of Citizenship in a Free Society.
Jefferson City, MO: The Missouri Bar.
A Law-Oriented Curriculum Guide for Grades K-12. Looseleaf with updated materials.

-Rossiter, Clinton. The American Presidency.
New York: New American Library, 1956.
A slightly dated examination of the provisions and modern-day changes in Article II of the Constitution.

-Scholastic Great Issues Series.
New York: Scholastic Book Services.
A series of short booklets covering crucial issues on the government and the constitution. Each comes with a teacher's guide and a good bibliography. Titles include:
-The Supreme Court: Guardian or Lawmaker?
-The Presidency: Too Much Power?
-Nominating Conventions and the Electoral College.
-States' Rights vs. Federal Power.
-Rebels vs. Royalists.
-Freedom and Control: Censorship.
-Hamilton vs. Jefferson: The Relevance of Their Views Today.

-Schwarzrock, Shirley and Wrenn, C. Gilbert. Understanding the Law of Our Land.
Circle Pines, MN: American Guidance Service, 1975.
A booklet explaining the American justice system and the meaning of laws.

-1787. A Simulation Game.
NY: Olcott Forward, 1970.
An excellent game on the Constitutional Convention; students are assigned roles as the delegates and are told to write their own constitution. Packet includes rules, teaching suggestions, rules poster. Also valuable in reinforcing Parliamentary procedure.

-Sharaba, Joseph J. Youth, Law and Life.
Wyoming: NE Regional Council and the Governor's Commission, 1971. Basic Rights and protection of juveniles.

-Story of America: Our Government.
Informative Classroom Picture Publishers, Inc., 1961.
Photographs with explanation of the major places and institutions involved in our government.

-Strobell, Adah Parker. Bicentennial Games 'n Fun.
Washington: Acropolis Books, Ltd., 1975.
An excellent resource for teaching games, toys, recipes, drama, music, and crafts of the colonial period.

-Teenagers and the Law.
By John Paul Hanna. Boston: Ginn & Co., 1967.
Basic text on the rights and problems of teenagers.

-Trial!
Madison, WI: Educational Manpower Inc., 1971.
A social studies game on legal procedures using hypothetical court cases.

-Voices for Justice: Role Playing in Democratic Procedures.
By Charles Quigley and Richard Longaker. Boston: Ginn & Co., 1970 and 1976 editions. A game stressing problems and benefits of democracy; teacher's guide included.

-You and the Law.
Pleasantville, NY: Guidance Assoc., 1969.
2 filmstrips, 2 discussion recordings and 1 discussion guide on the basic rights and protections from the Constitution and the Bill of Rights.

-Youth Attitudes and the Police. Law in Action Series.
St. Paul: West Publishing Co., n.d.
A filmstrip on the rights of citizens and the powers of the police.

-Please check your nearest university for a similar listing of educational resources.

The Kentucky Department of Education does not discriminate
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religion, martial status, sex or handicap.

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